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ABSTRACT

The assessment of attitudes and perceptions of various groups toward the school choice issue is the purpose of this exploratory study. A nonrandom pilot study administered to 342 parents, administrators, board members, and students used bivariate and univariate analyses to compare attitudinal differences. Findings indicate that attitude toward the choice issue depend on the degree of power held in the current school system. Those groups with the least power, such as parents, students, and new teachers, favor the option, and those groups with more power and control, such as administrators and board members, support the present system. An annotated bibliography and tables of survey responses are included. (LMI)

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A SURVEY OF PERCEPTIONS OF AND ATTITUDES TOWARD SCHOOLS OF CHOICE OF VARIOUS CONSTITUENCIES

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I. BACKGROUND

The issue of giving parents the right to choose the schools their children attend has waxed and waned since the late sixties when Milton Friedman first included it in his social proposals. From 1971 to 1976 the federal government funded a voucher experiment in Alum Rock, California, run by the Center for the Study of Public Policy at Harvard, directed by Christopher Jencks. In that same state, in the early eighties, there was an unsuccessful attempt on the part of an activist group led by John Coons and Stephen Sugarman to get the Proposition for Family Choice on the California budget. Since then there have been two major roadblocks to the implementation of a voucher system: the constitutional question of aid to non-public schools and strong political opposition on the part of national teachers' organizations.

In recent years the first obstacle has been eliminated by redefining the issue of choice to exclude non-public schools. In the last several years the question of choice among public schools has emerged as a major issue, with Minnesota achieving full state-wide implementation of such a system in 1990-91, New Jersey now piloting choice programs, and President Bush calling national attention to the issue with his endorsement. *Phi Delta Kappan* recently published a Fastback by MaryAnne Raywid containing a comprehensive bibliography regarding this issue. Although there is a fair amount of evidence that choice systems bring positive benefits to all involved, there is still strong opposition by teachers' organizations to this program.

Up to this point, to my knowledge, no one has polled the various constituencies that would be affected by a choice system to ascertain their perceptions of and attitudes about SOC. Although this survey is a pilot study and is currently being replicated with larger groupings, there appear to be some data of interest that have emerged from it.

II. METHOD OF DATA COLLECTION

Sample: A total of 342 responses were collected by graduate students (most of whom are teachers or administrators in the South Jersey area) in the Spring semester of 1989 as part of the research requirements for the course *Foundations of Educational Policymaking*. These students commute to the College from the seven surrounding counties, representing a variety of populations and, as this was a pilot study, no further effort to achieve randomness was employed. Thus, any generalizations should be viewed with caution. The total numbers of respondents in each group are: parents - 71; teachers - 46; administrators - 57; board members - 23; and students - 146.

Analysis: As an exploratory study, we used percent to compare similarities and differences between groups. The questionnaires contained items about demographics, regard for present school systems, and perceptions of and attitudes about SOC (SOC). Both a univariate and bivariate analysis was conducted. Multivariate analysis could not be completed because of the small number of respondents. Further, since this was a non-random sample, we could not use tests of significance when comparing groups.

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III. ANALYSIS OF DEMOGRAPHICS (Table 1)

Respondents were not distributed equally geographically, with urban parents and teachers being substantially underrepresented. In addition, there were not parallel proportions of each population for each geographic area. Although this would clearly be desirable, it would be almost impossible to achieve in a study as complex as this and one in which the collection of data from both students and teachers depends primarily on the granting of access to these populations through school administrations. An ideal study would use a multistage stratified random sample.

As would be expected, 80% of parents and 68% of teachers are between 31 and 50 years of age. Administrators' ages range somewhat higher, with 14% being over 50. Board members are even older, with none under 30 and 22% over 50. Again, as would be expected, female parent respondents outnumber males by almost 2 to 1 and female teachers outnumber males by almost 3 to 1. This picture is reversed for administrators, where 67% are male and 29% female, and board members, where 70% are male and 30% female.

As regards education, it is significant to note that 67% of parents have four or more years of college and 69% of board members have four or more years of college. Further, all board members polled have some college education.

Income levels for parents are the lowest and for board members (their elected representatives) the highest. While 29% of parents' income was $30,00 or below, only 9% of board members' was. Conversely, only 19% of parents' income was over $60,000, but 41% of board members' was.

Finally, while --strictly speaking-- it is not a demographic consideration, the question of respondents' evaluation of their schools systems was included in this section. Parents give the highest evaluation (90% -- excellent/good) and board members the lowest (9% -- excellent/good) of their own school systems. Eight-three percent of teachers and 75% of administrators feel their systems are excellent or good. Interestingly, while 4% of parents, 7% of administrators and a whopping 44% of board members feel their school systems are poor, no teachers feel this way.

IV. SUMMARY OF RESULTS

The results are analyzed in four categories: (a) the difference between the responses of parents, on the one hand, and, on the other, the responses of those who operate schools --teachers, administrators, and board members; (b) parents' responses and the differences between public and private school parents; (c) the responses of students by liking for school, location, level, sex, and grade; (d) the responses of the teachers, administrators, and board members by location, age, sex, income, years of schooling, years of experience, and level.

A. Parents vs. teachers, administrators, and board members (Table 2)

These populations responded to between 18 and 20 questions about schools of choice. Parents are far more likely (69%) than the other groups (teachers-43%, administrators-34%, and board members-35%) to believe that parents should have the right to choose the schools their children will attend.

On most of the questions, parents were substantially more likely to expect positive outcomes from instituting a system of SOC than were any of the other groups. However, seemingly in contradiction to this, a far larger percentage of parents (75%) predict that parents would choose the same schools their children presently attend than did teachers (61%), administrators (54%), or board members (57%). This suggests that the fear of teachers, administrators, and board members that parents would abandon their local schools once given the chance may not be warranted. Perhaps parents feel if they only had the option of leaving

and the providers of schooling knew they were armed with that option, that would be all that would be necessary to make their local schools more responsive to their needs. This would provide parents with a source of power they do not presently have. Whether or not they actually used it is secondary; having it may prove to be what is important.

Although more parents (55%) than teachers (43%), administrators (46%), and board members (48%) disagree with the statement that students would be less likely to drop out of a school selected by her/his parents, this is still not as high a percentage as might be anticipated. It is hypothesized that this is the result of the way the question is asked --excluding the student from the selection process --as the next two questions answered by parents indicate their expectations of higher satisfaction on the part of students in SOC. Far more parents (30%) believe that students would be less likely to drop out of a school selected by her/his parents than did any of the others (13%-teachers, 18%-administrators, 13%-board members). Further, more parents (32%) believe there would be fewer discipline problems than teachers (16%), administrators (28%), or board members (17%).

It is important to note that substantially more parents (66%) believe that parents would become more involved in schools they selected for their children than teachers (44%), administrators (40%), or board members (43%). Although teachers frequently complain about parents' lack of involvement in their children's education, perhaps it is the low expectations of educational professionals regarding parental participation that becomes a self-fulfilling prophecy. The continual difference in the reports by teachers and those by parents of parents' willingness to become involved in schools is one that desperately needs to be addressed if, in fact, parents' involvment is going to contribute to the academic success of their children. Further, 46% of parents believe SOC would improve the quality of education in general and 37% believe they would improve the quality of education in their district, while 26% and 23% of teachers, 26% and 28% of administrators, and 30% and 22% of board members agree with these predictions.

Finally, 57% of parents would like their districts to participate in a voluntary system of SOC but only 20% of teachers, 29% of administrators, and 23% of board members would. However, only 28% of parents, 2% of teachers, 29% of administrators, and 23% of board members predict that their school districts would be likely to participate in an SOC system on a voluntary basis. Far more parents, teachers, and administrators would like their districts to participate in a schools-of-choice system than predict they would; exactly the same percentage of board members would like them to participate as predict they would (23%). Whether they do or not id, of course, determined by board members.

There are several political/power questions on which the respondents disagree. Four of these deal with teachers. On the question of whether teachers should be held accountable for the academic performance of their students, the alignment picture changes. Although 55% of parents, 49% of aministrators (mostly former teachers), and 61% of board members believe teachers should be held accountable for the academic performance of their students, only 26% of teachers believe they should and 65% believe they should not. At first, this might be an alarming statistic and some might be tempted to blame the declining level of American students on tests of academic achievement on teachers' attitudes. However, this may be a result of teachers' reading this question to mean only teachers should be held accountable for students' academic performance, but the question was asked in the same form to all four populations.

All four groups are similar in their predictions about whether teachers would

favor SOC. Forty-four percent of parents, 45% of teachers, 47% of administrators, and 48% of board members predict that they would not. Interestingly, however, more administrators (40%) than teachers (20%), parents (28%), or board members (30%) believe that SOC would provide teacher accountability. A future study might raise questions about accountability for administrators and board members.

There were two questions regarding the views of board members. Once again, no teachers believe that board members in their districts would favor SOC, while few board members (9%), administrators (11%), or parents (15%) believe that would. Much more impressive, however, is the fact that 65% of board members believe they would **not** favor SOC, even though only 22% believe SOC would decrease the power of local school boards. A nearly equal percentage of administrators (60) believe that board members would not favor SOC, but a far higher percentage (54) believe that SOC would decrease the power of local school boards. Comparable proportions of parents (45%) and teachers (43%) believe that SOC would decrease the power of local school boards.

Although it is not a focus of this study, it is interesting to note that the two groups that might expected to be the most similar in their answers, teachers and administrators (almost always former teachers), are often quite dissimilar. This shows up on questions about discipline problems, accountability for academic performance, job security, impact on board power, change in professional methods, and likelihood of district participating. It might, on the other hand, be expected that administrators' attitudes would be more similar to those of board members in that they operate from a position of power over teachers. There are several questions for which administrators' and board members' answers are most similar: parents having the right to choose schools, whether most parents would choose the same schools, if students would be more likely to enjoy a school selected by parents, parents' involvement in schools they selected, whether teachers would favor SOC (more administrators and board members believe they would than teachers themselves), whether board members would favor SOC, and if they would change their methods of operating. Among the three groups, administrators are the most consistent in believing that teachers, other administrators, and board members would favor SOC.

B. Parents (Table 3)

GENERAL ANALYSIS

Location: There are too few urban parents to make any valid generalizations about their views. However, there are several questions that show suburban and rural parents to have a high level of agreement. Comparable percentages believe that parents should have the right to choose the schools their children attend (73%, 71%), expect that parents will select the same schools (77%, 79%), and would like their districts to participate in an SOC system (58%, 53%). By contrast, they are in wide variance on the questions of whether or not SOC would jeopardize teachers' job security (8%, 26%), if SOC would provide teacher accountability (39%, 21%), whether board members in their districts would favor SOC (23%.8%), whether parents in their districts would favor SOC (69%, 52%), whether SOC would improve the quality of education in general (58%, 35%) or in their districts (50%, 26%), and whether their districts would be likely to participate in an SOC system (54%, 3%).

Age: Although parents under 41 (70%) are more likely than parents 41 and older (65%) to believe that parents should have the right to choose schools and that parents in their districts will favor SOC (65%, 47%), they are also more likely to predict that parents will pick the same schools their children currently attend (80%, 59%). Younger parents are also more likely to believe that students

would enjoy a school selected by parents (22%, 18%), that they would be less likely to drop out 32%, 24%), that SOC would provide teacher accountability (32%, 18%), that SOC would reduce the power of local school boards (50%, 29%), and that their districts would participate (30%, 24%). On the other hand, older parents are more likely than younger parents to believe that SOC will improve the quality of education in general (53%, 44%) and in their districts (47%, 33%) and to want their districts to participate (65%, 56%).

Sex: There are very few variations based on sex. More females (73%) than males (64%) believe that parents should have the right to select the schools their children attend, to believe that there would be fewer discipline problems in SOC (38%, 18%), to expect SOC to jeopardize teachers' job security (27%, 14%), to provide teacher accountability (43%, 23%), and to improve the quality of education in their districts (40%, 31%). More males (73%) than females (49%) believe that teachers should be held accountable for the academic performance of their students, to believe that teachers in their districts would favor SOC (23%, 13%), and to believe that SOC would improve the quality of education in general (54%, 39%).

Income: There is a clear trend that emerges in terms of income. On the majority of questions, there appears to be an inverse relationship between income and support for SOC. There are only a few instances in which this is not the case. On the question of whether or not parents would choose the same school in an SOC system, parents with higher incomes (87%) are far more likely to say they would choose the same school than are parents with lower incomes (58%). This is consistent with the hypothesis that those who currently have power, as do affluent parents in that they can select communities with better schools or private schools, are reluctant to share that power or their schools with those who do not currently have it.

Questions on which there was little or no difference in response related to income levels was whether parents would be more likely to participate in parent associations in an SOC system and and whether SOC would affect the job security of teachers. It is interesting to note, however, that on all of the questions regarding teachers, although the inverse relationship between income and support is not readily evident in the positive responses it shows up clearly in the negative responses. Parents of higher income levels are more likely than those of lower income levels to disagree that teachers should be held accountable for academic achievement, that teachers would favor SOC, that SOC would jeopardize job security for teachers, and that SOC would increase teacher accountablity. Parents with higher income levels are likely to be in districts with better teachers and higher academic achievement.

Education: There is no clear pattern that emerges by level of education, but there are a few questions that are noteworthy. The higher the level of education the more likely parents are to say they would choose the same schools their children presently attend. This is consistent with the pattern that emerges with income. Those with more education say they would be more likely to participate in parent associations in a system of SOC, that SOC would provide teacher accountability, and that SOC would improve the quality of education in their districts.

PUBLIC VS. PRIVATE PARENTS

Currently 63% of parents responding to the questionnaire send their children to public school; 37% send them to private school (Table 1). If SOC were enacted, 49% of parents say they would send their children to public school, 44% say they would send them to private school, and 7% are undecided. Although there is a 14% decline in parents who are confident they would send their

children to public school, there is only a 7% increase in those who feel sure they would send them to private school. These amounts could represent good news or bad news, depending on one's perspective. It should certainly be a major concern to public school educators that fewer than 50% of parents, when given the choice between public and private schools at no additional cost to themselves, would send their children to public schools. On the other hand, a 7% increase is not overwhelming.

As can be seen by Table 3, private school parents (81%) believe even more strongly than public school parents (69%) that parents should have the right to choose the schools their children will attend. Private school parents overall have higher regard for SOC than public school parents as evidenced by the following questions: 42% of private and 27% of public parents believe there would be fewer discipline problems in a system of SOC; 73% of private and 62% of public parents say parents would become more involved in schools they selected; 65% of private and 51% of public parents believe SOC would improve the quality of education in general; 58% of private and 24% of public parents believe they would improve it in their districts; 73% of private and 49% of public parents would like their districts to participate in a voluntary system of SOC.

On all of the questions regarding SOC and teachers, public and private school parents are in wide variance. Whereas 49% of public school parents believe that teachers should be held accountable for the academic performance of their students, 65% of private school parents believe they should. Comparably, only 20% of public school parents believe that SOC would provide teacher accountability but 42% of private school parents believe they would. Maintaining this pattern, 73% of private school parents do not believe that teachers in their district would favor SOC while only 27% of public school parents feel this way and 62% of private school parents believe that SOC would jeopardize teachers' job security, while 22% of public school parents believe this.

The difference in beliefs of public and private school parents regarding the attitudes of administrators and board members toward SOC can be seen in those statements with which they disagree. While only 18% of public school parents do not think administrators would favor SOC, 62% of private school parents do not. Comparably, 22% of public school parents believe board members would be opposed to SOC, while 58% of private school parents believe they would be. At the same time, 38% of public school parents believe that SOC would decrease the power of local school boards, while 58% of private school parents believe they would

C. Students

Background information (Table 4)

All but 20 (14%) of the 146 students surveyed were in tenth through twelfth grades. Half were males and half were females. All but 3% said they got grades of C or above and 71% said they were in a college prep program. Sixty percent of the students indicated that they like the schools they presently attend even though far fewer (39%) felt their schools were doing an excellent or very good job. Fifty-one percent of students feel their schools are doing only an average job and 9% feel they are poor or very poor. Twenty-three percent of students dislike their present schools, but 94% said they would be unlikely to drop out of school without graduating.

Attitudes toward SOC

About half (51%) of students believe that parents should have the right to choose the schools their children attend. It is expected that if this question were worded to reflect student participation in the choice, this percentage would be even greater. Although 75% of parents say they would

select the same schools for their children, 34% of students say they would choose different schools than the ones they presently attend, although only 11% would select private schools. In addition, 69% of students say they would be happier in schools they selected, 40% say they would get better grades, and 43% of students believe there would be fewer discipline problems if they could choose their schools. Further, 73% of students say they would choose a school because it has high standards of academic achievement in contrast with 57% who would choose one because of its athletic program and only 11% who say they would choose a school because it was easy. Although 35% of students said they would be influenced by what schools their friends choose, an equal number say they would not. Nearly half (48%) of students indicated they would choose a school that had a math/science orientation, 45% would choose one with an English/humanities orientation and 32% would choose one with a theater/fine arts/music orientation. Only 16% would choose a vocational school. Finally 63% of students would like their schools districts to participate in a voluntary choice system.

Comparisons of Students by Characteristics (Table 5)

Liking for school: Although there is no difference between students who like and those who dislike school regarding their belief that parents should have the right to choose the schools their children attend, they are several responses which indicate that students who presently dislike school believe more strongly than others that SOC would have a positive effect on them and their schooling. Of those who dislike school, 71% would select a different school and 91% would be happier if they could, while only 15% of those who like school would select a different one and 58% would be happier. Finally, 71% of students who dislike school would like their district to participate in a voluntary system of SOC, while 60% of those who like school would.

Location: The major trend that emerges by geography is that suburban students are more likely to be satisfied with their present school systems and urban and rural students are more like to support a system of schools of choice. Fifty-nine and 55% of urban and rural students, respectively, believe that parents should have the right to choose the schools their children attend, while 48% of suburban students do. Forty-one percent of urban students and 50% of rural students said they would choose a different school than the one they presently attend, while only 26% of suburban students say they would. Twenty-four percent of urban students but only 9% of rural and suburban students said they would choose private schools. This undoubtedly reflects the problems urban public schools are experiencing. However, far fewer urban students (18%) feel that there would be fewer discipline problems than do suburban (40%) or rural (60%) students. By contrast, 94% of urban students believe they would be happier if they could choose the schools they attend; 63% of suburban students and 71% of rural students believe they would.

Far more urban students (82%) would choose a school because it had high standards of academic achievement than would suburban (69%) or rural (75%) students. This pattern follows through when considering urban students in relationship to suburban or rural students for selection of schools with a math/science orientation (53%, 49%, 48%), an English/humanities orientation (65%, 40%, 45%), a theater/fine arts/music orientation (59%, 26%, 34%), and vocational school (30%, 12%, 19%). Interestingly, the picture is reversed when it comes to an athletic/sports orientation. Forty-two percent of urban students said they would select such a school, while 58% of suburban and 60% of rural students said they would. Few students in any geographic area (between 2% and 6%) said they would select a school because it was easy.

Level: In general, students in grades 7-9 are more likely to be in favor of

SOC than are older students, although there are some questions on which there is little variation (choose a different school, get better grades, select a private school), and a few exceptions to the general trend (be happier, fewer discipline problems). Although there is no general trend that emerges by level regarding selection of school by orientation, 30% of seniors, more than twice the number of juniors and three times the number of sophomores, said they would select a vocational school. Could it be that this reflects their dissatisfaction with the educational program they have been provided as they are about to complete that program?

Sex: Only a few differences emerge by sex: 57% of females and 46% of males believe that parents should have the right to choose schools; 46% of males and 26% of females believe there would be fewer discipline problems; 78% of females and 68% of males would choose a school because it has high academic standards; 66% of males and 47% of females would choose a school because of its athletic orientation; 48% of males and 32% of females say they would get better grades; 72% of males and 65% of females say they would be happier. Half again as many males (12%) as females (8%) would choose a school because they heard it was easy and twice as many females (15%) as males (7%) would choose a private school. A nearly equal number of females (63%) and males (62%) would like their districts to participate in a system of SOC.

Grades: In general, where a trend emerges, students with better grades are more positive about SOC than those with lower grades. This, however, is not definitive because only 4 out of 146 students identified themselves as getting grades of D and F.

D. Teachers, administrators, board members

1. Teachers (Table 6)

Location: There were too few urban respondents (2) to analyze. In the comparison between suburban and rural teachers a clear trend emerges. Rural teachers are clearly more likely to favor SOC, expect positive outcomes from them, and to want their districts to participate.

Age: Younger (under 30-57%) and older (over 50-67%) teachers are substantially more likely than those in between (36%-38%) to believe that parents should have the right to choose the schools their children attend and also are more likely (29% and 33% in contrast to 14%-23%) to want their school systems to participate. However of those teachers over 50, none believe that SOC would improve the quality of education in general or in their districts, while 25-29% of younger teachers believe they would improve education in general and 14-27% believe they would improve it in their districts. No teachers over 50 believe that parents would become more involved in schools they selected for their children, while between 43 and 50% of those under 50 believe they would. Further, teachers over 50 (67%) are far more likely than those under 30 (14%) to believe that SOC would jeopardize teachers' job security. Older teachers (those over 40) are also far more likely to believe that SOC would decrease the power of local school boards. On questions regarding student enjoyment, dropping out, and discipline problems, teachers in their thirties are more likely to support SOC than those of other ages.

Sex: Although there is no difference between the sexes regarding agreement with parents' right to choose schools, males (92%) are far more likely than females (52%) to believe that parents will select the same schools as presently and also males (50%) are more likely than females (21%) to believe that a choice system would jeopardize teachers'job security. Females are more likely to believe that a choice system would improve the quality of education in general (34%) and in their districts (32%) than are males (0 in each case).

Females (27%) are also more supportive of having their districts participate in a choice system than are males (0). Whereas no males claim they would change their teaching methods of SOC are implemented, 17% say they would leave the profession; 9% of females say they would change their teaching methods and 16% say they would leave the profession.

Income: Those teachers with incomes of less than $45,000 (78%) are more likely than those with higher incomes (52%) to believe that parents would choose the same schools their children presently attend, that parents would become more involved in schools they selected for their children (56%, 37%) that parents in their districts would favor SOC (28%, 12%), that SOC would improve the quality of education in general (29%, 23%) and in their districts (39%, 19%), and to want their districts to participate in SOC (28%, 15%). However, teachers with higher incomes (26%) are more likely than those with lower incomes (11%) to believe that students would be likely to enjoy a school selected by parents, that teachers should be held accountable for the academic performance of students (30%, 22%), that teachers in their districts would favor SOC (11%. 6%), that schools of SOC would provide teacher accountability (22%, 17%), and to say their districts would be likely to participate in an SOC system (35%, 0).

Education and experience: The general trend is for those teachers with less education and fewer years of experience to be more supportive of and expect more positive outcomes from SOC than those with more education and experience, although far more of those with more education (25%) than those with less (11%) believe that there would be fewer discipline problems in an SOC system. By contrast, fewer of those with more experience (14%) than those with less (21%) believe discipline problems would be reduced. Teachers with more than a B.A.(44%) and those with more than 15 years of experience (36%) agree that a choice system would jeopardize teachers'job security, while only 3% of those with a B.A. and 21% of those with fewer than 10 years of teaching experience believe it would. Twenty six percent of those with just a B.A. and 36% of those with fewer than 9 years of teaching experience would like their districts to participate in a choice system, while only 6% of those with more than a B.A. and 12-14% of those with 10 or more years of teaching experience would like their didstricts to participate.

Level of teaching: Those who teach at the elementary and middle school levels are generally more supportive of SOC than are those at the secondary level. Teachers at the secondary level (42%) are more likely than elementary (12%) or middle school (33%) teachers to believe that choice would jeopardize teachers' job security. There are a number of questions on which middle school teachers show a significant variation from elementary or secondary. Thirty-three percent of middle school teachers believe students would be less likely to drop out of a school selected by her/his parents, while only 18% of elementary and no secondary teachers believe this. Twenty-two percent of middle school teachers, 18% of elementary, and 11% of secondary teachers believe there would be fewer discipline problems. Forty-four percent of middle school teachers, 35% of elementary, and 11% of secondary teachers believe that teachers should be held accountable for the academic performance of their students. Twenty-two percent of middle school teachers, 6% of elementary, and 5% of secondary teachers believe that teachers in their districts would favor SOC. Thirty-three percent of middle school teachers, 24% of elementary, and only 11% of secondary teachers believe SOC would provide teacher accountability. However, far more elementary teachers (35%) than middle school (22%) or secondary teachers (5%) would like their districts to participate in a voluntary SOC system.

2. Administrators (Table 7)

Location: As would be expected, urban (25%) and rural (38%) administrators are more likely than suburban administrators (22%) to believe that parents should have the right to select schools for their children and suburban administrators (63%) are more likely than urban (52%) or rural (46%) administrators to predict that parents would select the same schools. Urban (36%) and rural (23%) administrators are also more likely than suburban (11%) administrators to say they would change their administrative methods in an SOC system. Suburban administrators (53%) are substantially more likely than urban (40%) or rural (23%) administrators to predict that parents would become more involved in schools they selected for their children.

Age: Administrators over 40 are more likely to agreee that parents should have the right to choose schools (39%), that they would be more involved in those schools (49%), that choice would improve the quality of education in their districts (32%), and that they would like their districts to participate (30%) than those 40 and under (25%, 20%, 20%, 25%). Administrators 40 and under are more likely than older administrators to expect positive outcomes from a choice system. Forty percent of those forty and under, but only 11% of those over 40 believe that students would be more likely to enjoy a school selected by his/her parents. Thirty percent of those forty and under, but again only 11% of those over forty believe that students would be less likely to drop out of a school selected by her/his parents. Finally 35% of those forty and under and 24% of those over forty believe that there would be fewer discipline problems in a system of SOC.

Sex: Female administrators (56%) are more than twice as likely as males (24%) to agree that parents should have the right to choose schools, to believe that SOC would improve the quality of education in general (50%,16%) and to want their districts to participate (44%, 21%). On almost all other scales females are more positive about SOC than males. Males (47%) are much more likely than females (31%) to believe that choice would jeopardize teachers' job security.

Education and experience: The trend is for those with more education (Masters +) and less experience (fewer than 10 years) to favor SOC. However, those with less education (29%) and less experience (26%) are more likely to believe that SOC would improve the quality of education in general than those with more education (23%) and more experience (23%). By contrast, those with more education (41%) and more experience (38%) are more likely to believe that SOC would improve the quality of education in their districts than those with less education (20%) and less experience (21%).

Income: In general, those administrators with incomes greater than $45,000 are more likely to expect positive outcomes from SOC than are those with lesser incomes. However, far more of those with incomes of less than $45,000 (29%) than those with higher incomes (16%-19%) believe that students would be more likely to enjoy a school selected by his/her parents. In addition, more of those with lower incomes (48%) than those with higher (38%-42%) believe that SOC would provide teacher accountability.

Level of administration: Although secondary administrators (39%) are more likely than elementary and middle school administrators (29%) to agree that parents should have the right to choose schools, in general elementary school adminstrators are more like to expect positive outcomes from a choice system than are secondary school administrators. However, far more elementary school administrators (43%) than secondary school administrators (14%) say they would change their administrative methods and more elementary (10%) than secondary (0) say they would leave the profession if SOC were enacted. One might consider whether this is related to the fact that there are far more females in elementary school administration and far more males at the secondary level.

3. Board members (Table 8)

Location: There are too few respondents in either the urban or rural categories to do an analysis. However, it is significant to note that 67% of the respondents in all three categories disagree with the statement that students would be less likely to drop out of a school selected by their parents. However, 65% of the students indicate they would be more likely to stay in school if they could select a school other than the one they presently attend. This big difference between those with the most power, who formulate the policies that control schools, and those with the least power, who must abide by those policies, may help explain why our schools are doing what many perceive to be such an unsatisfactory job.

Age: Although board members under 41 are much more likely to agree that parents have the right to select schools (46%) and to want their districts to participate (31%) than are those over 41 (20%, 10%), older board members are just as likely as younger board members to expect positive outcomes from a choice system. Younger board members (38%) are more likely than older board members (20%) to believe that SOC would improve the quality of education in general, though the difference nearly disappears in relationship to their own districts (23%, 20%). Older board members (40%) are more likely than younger board members (8%) to believe that SOC decrease the power of local school boards, but less likely (10%) than younger board members (31%) to believe that the way in which their boards operate would change. While older board members (40%) are more likely than younger board members (0) to believe that SOC would jeopardize teachers' job security, younger board members (39%) are more likely than older board members (20%) to believe that SOC would provide teacher accountability. Finally, 10% of older board members, but no younger board members say they would not run in the next election if SOC were implemented.

Sex: Male board members are overwhelmingly more likely to favor SOC than are females.

Income: Although more board members with incomes of $60,000 or more (44%) agree that parents should have the right to choose schools than those with incomes of less than $60,000 (31%), on most other questions board members with less income are more likely to expect positive outcomes from a choice system.

Education and experience: Although more than twice as many board members with more than five years experience (46%) than those with less (20%) agree that parents should have the right to choose schools, on most questions, board members with less education and less experience are more likely to favor SOC than are those with more education and experience.

CONCLUSIONS

1. In general, parents and students --those with the least power in the current system-- are overwhelmingly supportive of SOC and teachers, administrators, and board members --those with the most power in the current system-- are much less in favor of a choice system. Those who have the most to gain from the implementation of SOC --equal opportunity with those who can presently afford to provide the kind of education they want for their children-- would like to see them implemented and those who believe they have the most to lose in terms of power and control are uninclined to want a choice system put in place.

2. Among parents, this pattern continues. Current private school parents, many of whom have made a substantial financial sacrifice for their children's schooling, are much more supportive of schools of choice than public school parents. However, among public school parents, those with higher incomes are less supportive of schools of choice than those with lower incomes. Those with

power are not interested in sharing or relinquishing it.

3. Students are a population that few have bothered to investigate in regard to schools of choice. They are generally supportive, indicate they would choose schools for what most would consider to be academically respectable reasons, that there would be fewer discipline problems, and that they would be happier, less likely to drop out, and get better grades in schools of choice. In particular, the responses of urban students indicate that they see schools of choice as a desirable system.

4. In the comparison among teachers, administrators, and board members, there is only one area in which a trend emerges. The less experienced individuals are, the more likely they are to be supportive of schools of choice. This is consistent with the hypothesis regarding power; the more they become part of the system which holds the power, the less likely they are to want to share it.

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS TO SCHOOLS-OF-CHOICE SURVEY - Responses recorded in percent** **TABLE 1**

	N= 71 PARENTS	46 TEACHERS	57 ADMINISTRATORS	23 BOARD
Location				
Urban	10	04	44	26
Suburban	37	72	33	61
Rural	54	24	23	13
Kind of job school system is doing				
Excellent/good	90	83	75	09
Fair	06	17	18	48
Poor	04	-	07	44
Strongest and weakest areas of school system				
Administration	05-14	04-32	23-05	13-27
Teachers	54-04	73-02	46-11	44-09
Facilities	10-45	18-23	04-55	0-27
Curriculum	27-01	02-16	12-09	35-05
None	03-35	02-25	15-20	04-32
Age				
Under 30	18	16	03	0
31-40	58	49	33	22
41-50	22	29	51	35
51-60	01	07	14	22
Over 60	-	-	-	22
Sex				
Female	66	73	29	30
Male	34	27	67	70
Educational level				
Some high school or high school graduate	10	-	05	-
Some college	23	-	09	30
Bachelor's degree	25	64	47	17
Bachelor's degree + graduate credits	23	07	33	26
Master's degree or more	19	29	05	26
Years of experience teaching				
0-3		16	-	
4-9		16	21	
10-15		38	26	
16-25		27	44	
More than 25		04	09	
Years of administrative experience				
0-3			33	
4-9			37	
10-15			19	
16-25			11	
More than 25			-	
Level teach/administrate				
Elementary		38	04	
Middle		20	25	
Junior high		-	09	
Senior high		42	52	
Other (Central administration)		-	11	
Family income				
Under $15,000	06	02	04	-
$15,001-$30,000	23	07	09	9
$30,001-$45,000	26	31	25	18
$45,0001-60,000	26	38	34	32
More than 60,000	19	22	29	41
Type of schools children attended				
Public	63	94	74	73
Private	37	06	26	27
Type of schools would choose				
Public	49			
Private	44			
Uncertain	07			

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**Percents may not equal 100 because of rounding errors.
NA not included.

SCHOOLS OF CHOICE IN NEW JERSEY - PARENT, TEACHER, ADMINISTRATOR, BOARD COMPARISON TABLE 2

Recently Governor Kean proposed instituting a system of "Schools of Choice" in New Jersey. One way in which such a system could be implemented would make it possible for parents to select any public school within a reasonable traveling distance from their homes for their children to attend. We are interested in learning your feelings about such a system and would greatly appreciate your taking a few minutes to answer the following questions. (RESPONSES RECORDED IN PERCENT **)

	71 PARENTS			46 TEACHERS			57 ADMINISTRATORS			23 BOARD		
STATEMENT	A	U	D	A	U	D	A	U	D	A	U	D
1. Parents should have the right to choose the schools their children will attend.	69	21	10	43	13	44	34	16	50	35	22	44
2. Most parents would choose the same schools their children presently attend.	75	15	10	61	28	11	54	30	16	57	26	17
3. Students would be more likely to enjoy a school selected by his/her parents.	21	24	55	20	37	43	21	33	46	17	35	48
4. Students would be less likely to drop out of a school selected by her/his parents.	30	20	50	13	28	59	18	30	53	13	26	61
5. There would be fewer discipline problems in a system of schools of choice.	32	27	41	16	20	64	28	32	40	17	26	57
6. Parents would become more involved in schools they selected for their children.	66	16	18	44	22	35	40	21	39	43	35	22
7. Teachers should be held accountable for the academic performance of their students.	55	20	25	26	9	65	49	16	35	61	4	35
8. Teachers in your school or district would favor schools of choice.	15	41	44	9	46	45	16	37	47	17	35	48
9. Schools of choice would jeopardize teachers' job security.	21	42	36	28	28	44	40	26	33	17	52	30
10. Schools of choice would provide teacher accountability.	28	42	29	20	33	48	42	19	39	30	35	35
11. Administrators in your school or district would favor schools of choice.	21	45	33	0	52	48	16	33	51	9	30	61

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**Percents may not equal 100 because of rounding errors. NA not included.

SCHOOLS OF CHOICE IN NEW JERSEY - SURVEY RESPONSES (continued)

Responses recorded in percent**

STATEMENT	N= PARENTS 71 A	U	D	TEACHERS 46 A	U	D	ADMINISTRATORS 57 A	U	D	BOARD 23 A	U	D
12. Board members in your school or district would favor schools of choice.	15	49	35	0	56	44	11	30	60	9	26	65
13. Parents in your school or district would favor schools of choice.	61	34	6	20	53	27	33	46	21	22	35	43
14. Schools of choice would improve the quality of education in general.	46	39	16	26	16	58	26	25	49	30	17	52
15. Schools of choice would improve the quality of education in your district.	37	41	17	23	16	61	28	21	51	22	22	56
16. Schools of choice would decrease the power of local school boards.	45	38	17	43	25	32	54	30	16	22	44	35
17. If schools of choice are implemented by the state on a voluntary basis, your school district would be likely to participate.	28	49	22	2	51	47	12	48	40	23	23	55
18. If schools of choice are implemented, you would like your school district to participate.	57	18	24	20	29	51	29	21	51	23	23	55
Teachers, Administrators, Board Members												
19. If schools of choice were implemented, you would change your [teaching, administrative, board operations] methods.				7	7	86	24	25	51	22	39	39
20. If schools of choice were implemented, you would leave the profession (not run again).				2	14	84	7	14	80	4	22	74

** Percents may not equal 100 because of rounding errors. NA not included.

SCHOOLS OF CHOICE IN NEW JERSEY - PARENT SURVEY RESPONSES

TABLE 3

Recently Governor Kean proposed instituting a system of "Schools of Choice" in New Jersey. One way in which such a system could be implemented would make it possible for parents to select any public school within a reasonable traveling distance from their homes for their children to attend. We are interested in learning your feelings about such a system and would greatly appreciate your taking a few minutes to answer the following questions. (RESPONSES RECORDED IN PERCENT ** TOTAL N = 71)

STATEMENT	N =	45 Public		26 Private		7 Urban		26 Suburban		38 Rural		54 Under 41		17 41+		45 Female		22 Male	
		A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		63	11	81	08	43	29	73	12	71	12	70	09	65	12	73	04	64	18
2. Most parents would choose the same schools their children presently attend.		71	07	81	15	43	14	77	15	79	05	80	07	59	18	78	09	82	09
3. Students would be more likely to enjoy a school selected by his/her parents.		22	51	19	58	43	43	19	62	18	53	22	50	18	71	18	56	18	59
4. Students would be less likely to drop out of a school selected by her/his parents.		31	47	27	58	43	43	27	61	29	45	32	48	24	59	27	49	32	59
5. There would be fewer discipline problems in a system of schools of choice.		27	38	42	46	43	43	39	54	25	32	32	41	35	41	38	31	18	59
6. Parents would become more involved in schools they selected for their children.		62	22	73	12	71	29	65	15	66	18	67	17	65	24	69	16	64	18
7. Teachers should be held accountable for the academic performance of their students.		49	31	65	15	43	0	62	43	52	32	56	24	53	29	49	29	73	23
8. Teachers in your school or district would favor schools of choice.		20	27	08	73	29	57	08	73	18	21	17	39	12	59	13	42	23	41
9. Schools of choice would jeopardize teachers' job security.		27	22	12	62	43	29	08	62	26	21	20	39	24	29	27	33	14	36
10. Schools of choice would provide teacher accountability.		20	29	42	31	29	29	39	34	21	26	32	22	18	53	43	27	23	41
11. Administrators in your school or district would favor schools of choice.		22	18	19	62	14	29	23	54	21	21	20	33	24	35	20	33	18	36
12. Board members in your school or district would favor schools of choice.		11	22	23	58	29	14	23	42	08	34	15	32	18	47	11	36	14	41
13. Parents in your school or district would favor schools of choice.		51	07	77	04	71	0	69	04	52	08	65	06	47	53	60	07	59	05
14. Schools of choice would improve the quality of education in general.		38	26	65	04	57	14	58	12	35	19	44	19	53	06	39	16	54	18
15. Schools of choice would improve the quality of education in your district.		24	31	58	08	43	14	50	15	26	29	33	28	47	06	40	20	31	32
16. Schools of choice would decrease the power of local school boards.		38	13	58	23	71	0	46	19	40	18	50	11	29	35	44	13	41	27
17. If schools of choice are implemented by the state on a voluntary basis, your school district would be likely to participate.		11	29	58	12	71	14	54	12	03	32	30	22	24	24	22	24	27	23
18. If schools of choice are implemented, you would like your school district to participate.		49	33	73	08	86	14	58	19	53	29	56	24	65	24	53	24	59	27

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** Percents may not equal 100 because of rounding errors. NA not included

PARENTS (cont'd) Responses recorded in percent ** TOTAL N = 71

PUBLIC--PRIVATE CROSSOVER
67% of those parents who currently send their children to public schools would choose public schools.
27% of those parents who currently send their children to public schools would choose private schools.
73% of those parents who currently send their children to private schools would choose private schools.
19% of those parents who currently send their children to private schools would choose public schools.

	N=	23		18		29		38		31	
		Bachelors or less		Bachelors		>Bachelors		Under 45,000		45,000+	
STATEMENT		A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		70	04	65	18	76	10	74	05	68	13
2. Most parents would choose the same schools their children presently attend.		61	17	77	0	86	10	58	11	87	10
3. Students would be more likely to enjoy a school selected by his/her parents.		31	39	12	65	17	62	26	45	13	68
4. Students would be less likely to drop out of a school selected by her/his parents.		35	35	18	59	28	62	31	42	26	61
5. There would be fewer discipline problems in a system of schools of choice.		39	48	18	47	35	55	37	34	26	48
6. Parents would become more involved in schools they selected for their children.		57	22	71	18	69	17	66	16	68	19
7. Teachers should be held accountable for the academic performance of their students.		65	13	47	29	55	35	63	16	52	39
8. Teachers in your school or district would favor schools of choice.		17	22	0	59	24	48	16	32	16	55
9. Schools of choice would jeopardize teachers' job security.		22	30	18	41	21	38	21	34	19	39
10. Schools of choice would provide teacher accountability.		22	17	24	29	38	38	26	18	32	42
11. Administrators in your school or district would favor schools of choice.		22	26	18	59	24	28	24	37	19	32
12. Board members in your school or district would favor schools of choice.		31	13	12	59	07	38	21	29	10	45
13. Parents in your school or district would favor schools of choice.		61	0	65	18	59	04	66	03	52	10
14. Schools of choice would improve the quality of education in general.		48	09	41	29	46	14	47	08	42	23
15. Schools of choice would improve the quality of education in your district.		35	13	30	30	45	28	45	13	29	32
16. Schools of choice would decrease the power of local school boards.		52	13	42	18	41	21	40	16	48	19
17. If schools of choice are implemented by the state on a voluntary basis, your school district would be likely to participate.		35	17	30	24	24	28	32	18	23	26
18. If schools of choice are implemented, you would like your school district to participate.		57	17	53	35	59	24	61	18	55	29

** Percents may not equal 100 because of rounding errors. NA not included

SCHOOLS OF CHOICE IN NEW JERSEY -- SURVEY RESPONSES OF STUDENTS TABLE 4

Recently Governor Kean proposed instituting a system of "Schools of Choice" in New Jersey. One way in which such a system could be implemented would make it possible for parents to select any public school within a reasonable traveling distance from their homes for their children to attend. We are interested in learning your feelings about such a system and would greatly appreciate your taking a few minutes to answer the following questions. (RESPONSES RECORDED IN PERCENT. N = 146)

STATEMENT					
1. How would you describe your feelings about the school you presently attend?	Like 60	Neutral 16	Dislike 23		
2. How likely are you to drop out of school without graduating?	Likely 2	Uncertain 4	Unlikely 9		
3. If you could choose a school other than the one you presently attend, how likely would it be that you would stay in school?	64	23	12		
4. Which of the following best describes your school district?	Urban 12	Suburban 28	Rural 30		
5. How good a job is your school system doing?	Excellent 10	Very good 29	Average 51	Poor 6	Very poor 3
	AGREE	UNCERTAIN	DISAGREE		
6. Parents should have the right to choose the schools their children will attend.	51	16	32		
7. If you had a choice to go to a different school than the one you presently attend, you would.	34	34	21		
8. If students could choose their schools, there would be fewer discipline problems.	43	24	34		
9. You would be willing to spend up to an hour each way commuting to a school of your choice.	44	22	34		
10. You would choose a school because it is in a good neighborhood.	50	27	22		
11. You would choose a school because it has high standards of academic achievement.	73	18	8		
12. Your choice of school would be influenced by what schools your friends choose.	35	31	35		
13. You would choose a school that has a math/science orientation.	48	23	29		
14. You would choose a school that has an English/Humanities orientation.	45	28	27		
15. You would choose a school that has a theater/fine arts/music orientation.	32	29	39		
16. You would choose a vocational school.	16	20	65		
17. You would choose a school that has an athletic/sports orientation.	57	17	26		
18. You would choose a school because you heard it was easy.	11	22	67		
19. If you could choose the school you attend, you would get better grades.	40	43	16		
20. If you could choose the school you attend, you would be happier.	69	24	7		
21. If you could choose the school you attend, you would select a private school.	11	37	53		
22. If schools of choice are implemented, you would like your school district to participate.	63	29	9		

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** Responses may not equal 100 because of rounding errors. NA not included.

23. What grade are you in?	**7-8** 8	**9** 6	**10** 47	**11** 19	**12** 19
24. Sex?	**Female** 50	**Male** 50			
25. What kind of grades do you usually get?	**A's** 21	**B's** 50	**C's** 24	**D's** 2	**Failing** 1
26. Which of the folowing programs are you currently enrolled in or do you expect to enroll in?	**College Prep** 71	**Business** 7	**Vocational** 3	**General** 19	1

SCHOOLS OF CHOICE IN NEW JERSEY -- RESPONSES OF STUDENTS BY LIKING FOR SCHOOL, GEOGRAPHY, GRADE, SEX, AND GRADES. Responses recorded in percent ** N = 146 — **TABLE 5**

STATEMENT	N=	89 Like		24 Neutral		34 Dislike		17 Urban		85 Suburban		44 Rural		21 Seventh-Ninth		69 Tenth		28 Eleventh		28 Twelfth	
		A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		52	30	46	33	53	35	59	29	48	34	55	30	67	19	48	30	54	39	50	36
2. If you had a choice to go to a different school than the one you presently attend, you would.		15	46	58	17	71	03	41	24	26	38	50	21	38	19	33	31	36	32	36	43
3. If students could choose their schools, there would be fewer discipline problems.		39	39	63	21	38	27	18	65	40	32	60	17	38	48	52	22	29	50	39	22
4. You would be willing to spend up to an hour each way commuting to a school of your choice.		34	46	54	16	61	12	59	18	35	46	55	18	67	19	44	32	39	36	30	52
5. You would choose a school because it is in a good neighborhood.		58	19	38	21	38	32	59	12	48	26	50	21	71	10	40	27	50	29	61	14
6. You would choose a school because it has high standards of academic achievement.		78	08	71	0	58	15	82	0	69	08	75	11	91	05	64	12	86	14	69	04
7. Your choice of school would be influenced by what schools your friends choose.		35	34	33	21	35	47	35	53	41	26	23	45	29	38	25	38	46	36	50	25
8. You would choose a school that has a math/science orientation.		49	26	46	25	49	36	53	24	49	29	48	30	57	14	44	38	50	25	56	15
9. You would choose a school that has an English/Humanities orientation.		46	29	33	17	48	30	65	17	40	30	45	27	43	24	43	45	44	18	67	19
10.You would choose a school that has a theater/fine arts/music orientation.		26	45	38	33	44	27	59	17	26	44	34	39	48	24	20	48	43	36	36	32
11. You would choose a vocational school.		14	69	17	50	21	64	30	59	12	67	19	61	24	48	09	71	14	75	30	48
12. You would choose a school that has an athletic/sports orientation.		62	26	58	17	42	33	42	24	58	23	60	34	51	24	52	35	61	25	63	07
13. You would choose a school because you heard it was easy.		02	69	04	58	06	68	06	70	02	68	05	61	05	57	07	73	11	71	18	57
14. If you could choose the school you attend, you would get better grades.		37	24	42	04	47	06	41	12	36	18	48	16	43	10	42	15	29	29	44	15
15. If you could choose the school you attend, you would be happier.		58	09	75	08	91	0	94	0	63	06	71	09	81	10	58	07	70	11	85	0
16. If you could choose the school you attend, you would select a private school.		10	58	04	38	17	47	24	42	09	58	09	46	14	62	06	55	18	25	14	64
17. If schools of choice are implemented, you would like your school district to participate.		60	11	63	0	71	09	71	0	62	09	61	11	71	05	62	07	64	11	57	14

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** Responses may not equal 100 because of rounding errors. NA not included.

STUDENTS (cont'd) Responses recorded in percent ** N= 146

STATEMENT	N=	72 FEMALE		73 MALE		31 A		72 B		35 C		4 D and F	
		A	D	A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		57	27	46	37	71	23	47	35	49	34	25	50
2. If you had a choice to go to a different school than the one you presently attend, you would.		33	34	37	28	36	29	31	33	37	31	75	25
3. If students could choose their schools, there would be fewer discipline problems.		26	48	46	32	52	26	36	39	37	37	100	0
4. You would be willing to spend up to an hour each way commuting to a school of your choice.		49	31	38	37	53	33	40	36	34	40	75	0
5. You would choose a school because it is in a good neighborhood.		51	22	49	23	52	19	40	26	49	23	50	0
6. You would choose a school because it has high standards of academic achievement.		78	23	68	32	90	0	73	09	62	12	25	25
7. Your choice of school would be influenced by what schools your friends choose.		30	45	39	24	23	45	40	29	37	34	0	50
8. You would choose a school that has a math/science orientation.		43	35	54	22	65	23	38	35	51	23	75	0
9. You would choose a school that has an English/Humanities orientation.		56	25	34	30	48	29	38	32	51	20	25	25
10.You would choose a school that has a theater/fine arts/music orientation.		38	32	26	47	32	45	29	43	34	26	50	25
11. You would choose a vocational school.		14	69	18	73	13	81	16	65	17	51	50	25
12. You would choose a school that has an athletic/sports orientation.		47	39	66	14	52	32	58	27	63	20	25	50
13. You would choose a school because you heard it was easy.		08	70	12	64	03	77	01	64	06	66	25	25
14. If you could choose the school you attend, you would get better grades.		32	17	48	16	39	10	38	21	46	17	50	0
15. If you could choose the school you attend, you would be happier.		65	06	72	08	68	0	67	13	69	03	100	0
16. If you could choose the school you attend, you would select a private school.		15	47	07	58	13	42	08	51	06	69	25	50
17. If schools of choice are implemented, you would like your school district to participate.		63	10	62	08	61	03	60	14	66	06	50	0

** Responses may not equal 100 because of rounding errors. NA not included.

SCHOOLS OF CHOICE IN NEW JERSEY - TEACHER SURVEY RESPONSES

TABLE 6

Responses recorded in percents** TOTAL N = 46

STATEMENT	N=	2 Urb		33 Sub		11 Rural		7 Under 30		22 31-40		13 41-50		3 51-60		33 FEM		12 MALE		29 B.A.		16 B.A. +	
		A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		50	50	36	48	64	27	57	14	36	50	38	54	67	33	42	39	42	58	45	41	38	50
2. Most parents would choose the same schools their children presently attend.		100	0	57	12	64	09	57	29	73	09	46	08	67	0	52	15	92	0	55	10	51	13
3. Students would be more likely to enjoy a school selected by his/her parents.		0	50	18	48	27	27	0	33	32	45	15	38	0	67	21	39	17	58	24	28	13	75
4. Students would be less likely to drop out of a school selected by her/his parents.		50	50	27	73	27	18	14	86	18	41	08	69	0	67	15	54	08	66	17	52	06	69
5. There would be fewer discipline problems in a system of schools of choice.		50	0	09	75	27	46	0	71	24	52	15	69	0	100	13	66	25	58	11	68	25	56
6. Parents would become more involved in schools they selected for their children.		50	50	39	42	55	09	43	43	50	32	46	31	0	33	42	30	50	42	45	28	44	44
7. Teachers should be held accountable for the academic performance of their students.		50	50	24	64	27	73	14	57	27	68	38	54	0	100	24	67	33	58	28	46	25	63
8. Teachers in your school or district would favor schools of choice.		0	50	49	52	18	27	0	14	05	50	23	54	0	67	09	36	08	75	10	38	06	63
9. Schools of choice would jeopardize teachers' job security.		0	50	33	41	18	46	14	43	27	36	31	62	67	33	21	55	50	17	03	48	44	38
10. Schools of choice would provide teacher accountability.		50	50	15	55	27	27	14	43	32	41	08	62	0	67	21	42	17	67	03	41	13	63
11. Administrators in your school or district would favor schools of choice.		0	0	0	52	0	46	0	14	0	50	0	62	0	33	0	45	0	50	0	41	0	56
12. Board members in your school or district would favor schools of choice.		0	0	0	44	0	55	0	0	0	41	0	67	0	67	0	44	0	42	0	39	0	50
13. Parents in your school or district would favor schools of choice.		0	50	13	31	46	09	29	29	05	32	33	17	33	33	19	22	17	42	21	29	13	25
14. Schools of choice would improve the quality of education in general.		0	50	23	63	36	46	29	57	29	62	25	50	0	67	34	53	0	73	32	50	13	69
15. Schools of choice would improve the quality of education in your district.		0	50	19	71	36	36	14	71	27	59	25	58	0	67	31	53	0	83	29	50	13	81
16. Schools of choice would decrease the power of local school boards.		0	50	34	38	76	10	0	67	36	32	75	08	67	33	45	29	42	33	41	33	50	31
17. If schools of choice are implemented by the state on a voluntary basis, your school district would be likely to participate.		0	0	03	53	0	36	0	29	0	41	0	58	33	67	0	38	08	67	0	36	06	63
18. If schools of choice were implemented, you would change your teaching methods.		0	100	07	84	09	91	0	71	09	86	08	92	0	100	09	84	0	92	07	86	06	88
19. If schools of choice were implemented, you would leave the profession.		0	100	03	84	0	82	0	86	05	73	0	100	0	100	16	84	17	83	0	86	06	81
20. If schools of choice are implemented, you would like your school district to participate.		0	0	09	66	55	18	29	43	14	35	23	62	33	67	27	43	0	67	28	45	06	63

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** Percents may not equal 100 because of rounding errors. NA not included

TEACHERS (cont'd)

Responses recorded in percents** TOTAL N = 46

STATEMENT	N=	18 <$45,000		27 $45,000+		14 0-9		17 10-15		14 15+		17 ELEM.		9 MIDDLE		19 SECOND.	
		A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		44	39	41	48	64	21	17	65	50	43	53	41	56	22	26	58
2. Most parents would choose the same schools their children presently attend.		78	17	52	07	71	14	53	12	64	07	59	12	56	0	68	16
3. Students would be more likely to enjoy a school selected by his/her parents.		11	44	26	44	29	29	12	56	21	50	29	18	22	44	11	69
4. Students would be less likely to drop out of a school selected by her/his parents.		17	72	11	48	43	57	41	59	43	57	18	47	33	44	0	73
5. There would be fewer discipline problems in a system of schools of choice.		17	56	15	69	21	50	13	69	14	71	18	59	22	44	11	77
6. Parents would become more involved in schools they selected for their children.		56	39	37	30	50	21	41	41	43	36	59	24	33	22	37	47
7. Teachers should be held accountable for the academic performance of their students.		22	67	30	63	21	54	29	71	29	57	35	65	44	44	11	74
8. Teachers in your school or district would favor schools of choice.		06	44	11	48	14	21	06	65	07	50	06	35	22	33	05	63
9. Schools of choice would jeopardize teachers' job security.		28	44	30	44	21	36	29	59	36	36	12	59	33	44	42	32
10. Schools of choice would provide teacher accountability.		17	50	22	48	21	29	11	65	29	43	24	30	33	33	11	74
11. Administrators in your school or district would favor schools of choice.		0	50	0	44	0	36	0	56	0	50	0	30	0	44	0	63
12. Board members in your school or district would favor schools of choice.		0	28	0	58	0	14	0	56	0	54	0	31	0	44	0	53
13. Parents in your school or district would favor schools of choice.		28	33	12	23	29	36	06	29	21	15	31	25	22	22	05	32
14. Schools of choice would improve the quality of education in general.		29	63	23	58	43	43	13	69	21	62	47	33	22	56	11	79
15. Schools of choice would improve the quality of education in your district.		39	61	19	62	29	57	12	71	02	54	38	38	22	67	11	79
16. Schools of choice would decrease the power of local school boards.		41	24	46	35	31	39	53	29	46	23	53	27	44	33	37	32
17. If schools of choice are implemented by the state on a voluntary basis, your school district would be likely to participate.		0	50	35	42	0	29	0	59	02	46	0	44	0	44	0	47
18. If schools of choice were implemented, you would change your teaching methods.		06	58	08	89	07	79	12	88	0	86	06	88	22	67	0	95
19. If schools of choice were implemented, you would leave the profession.		06	83	0	85	0	86	06	76	0	92	06	94	0	88	0	78
20. If schools of choice are implemented, you would like your school district to participate.		28	39	15	59	36	29	12	71	14	50	35	30	22	33	05	79

** Percents may not equal 100 because of rounding errors. NA not included

SCHOOLS OF CHOICE IN NEW JERSEY - ADMINISTRATOR RESPONSES

TABLE 7

Responses recorded in percent** TOTAL N = 57

STATEMENT	N=	25 Urban		18 Suburban		13 Rural		20 Under 41		37 41 +		16 Female		37 Male		35 Masters & Less		22 More than Masters	
		A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		40	44	22	56	38	54	25	50	39	50	56	19	24	62	32	47	36	55
2. Most parents would choose the same schools their children presently attend.		52	20	63	11	46	15	65	05	47	22	50	25	55	10	60	09	46	27
3. Students would be more likely to enjoy a school selected by his/her parents.		24	44	26	47	08	62	40	20	11	60	31	25	16	55	17	43	27	50
4. Students would be less likely to drop out of a school selected by her/his parents.		20	12	21	10	08	62	30	45	11	57	25	31	16	66	11	57	18	46
5. There would be fewer discipline problems in a system of schools of choice.		36	24	21	53	23	54	35	45	24	38	38	19	21	50	20	46	41	32
6. Parents would become more involved in schools they selected for their children.		40	32	53	26	23	69	25	40	49	38	50	31	37	45	37	43	46	32
7. Teachers should be held accountable for the academic performance of their students.		48	32	47	32	54	46	50	35	49	35	56	25	50	39	49	37	50	32
8. Teachers in your school or district would favor schools of choice.		24	48	16	42	0	54	20	50	14	46	31	31	08	58	17	46	14	50
9. Schools of choice would jeopardize teachers' job security.		40	40	21	37	69	15	35	40	43	30	31	38	47	32	43	29	36	41
10. Schools of choice would provide teacher accountability.		44	36	42	32	38	54	55	30	35	41	44	38	44	55	51	46	50	27
11. Administrators in your school or district would favor schools of choice.		24	52	11	47	08	54	15	45	16	54	25	25	13	66	14	54	18	46
12. Board members in your school or district would favor schools of choice.		12	68	16	47	0	62	10	65	11	57	19	44	05	71	11	57	09	64
13. Parents in your school or district would favor schools of choice.		36	20	37	26	23	15	45	15	27	24	56	13	26	26	31	26	36	14
14. Schools of choice would improve the quality of education in general.		36	44	11	53	31	54	30	45	24	51	50	19	16	63	29	49	23	50
15. Schools of choice would improve the quality of education in your district		40	36	21	63	15	62	20	45	32	54	37	25	24	63	20	54	41	46
16. Schools of choice would decrease the power of local school boards.		56	20	42	58	69	15	45	20	60	14	56	19	55	16	51	17	59	14
17. If schools of choice are implemented by the state on a voluntary basis, your school district would be likely to participate.		09	30	13	50	15	46	20	30	05	41	07	27	15	47	09	46	14	23
18. If schools of choice were implemented, you would change youradministrative methods.		36	44	11	68	23	38	25	55	24	49	25	56	24	50	31	40	14	68
19. If schools of choice were implemented, you would leave the profession.		04	84	11	74	08	77	0	90	11	73	06	75	05	84	03	77	14	82
20. If schools of choice are implemented, you would like your school district to participate.		36	44	21	58	23	54	25	45	30	54	44	31	21	53	26	60	32	36

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**Percents may not equal 100 because of rounding error. NA not included.

ADMINISTRATORS (cont'd)
Responses recorded in percent** Total N=57

STATEMENT	N=	21		19		16		19		21		17		21		29	
		$45,000		$45-60,000		$60,000 +		0-3		4-9		10+		K-8		SECOND.	
		A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		33	48	31	53	40	53	52	22	38	43	19	81	29	48	39	50
2. Most parents would choose the same schools their children presently attend.		62	14	47	11	50	25	47	21	67	14	47	12	62	14	41	14
3. Students would be more likely to enjoy a school selected by his/her parents.		29	33	16	53	19	50	21	32	24	48	18	59	24	38	21	52
4. Students would be less likely to drop out of a school selected by her/his parents.		10	48	26	53	19	56	21	47	14	43	18	71	19	48	17	59
5. There would be fewer discipline problems in a system of schools of choice.		29	43	32	37	19	44	32	47	29	34	24	41	43	33	21	45
6. Parents would become more involved in schools they selected for their children.		38	29	32	47	50	44	32	42	38	43	53	29	33	04	38	41
7. Teachers should be held accountable for the academic performance of their students.		48	38	42	32	46	38	63	26	33	48	53	29	33	33	45	38
8. Teachers in your school or district would favor schools of choice.		33	38	11	42	0	69	26	53	14	28	06	65	33	48	07	55
9. Schools of choice would jeopardize teachers' job security.		43	29	26	42	50	31	47	21	43	38	29	41	33	38	48	52
10. Schools of choice would provide teacher accountability.		48	33	42	37	38	50	42	37	33	48	53	29	38	33	45	55
11. Administrators in your school or district would favor schools of choice.		14	38	21	47	13	69	11	47	24	38	12	71	24	38	07	66
12. Board members in your school or district would favor schools of choice.		14	48	11	74	06	63	16	53	05	52	12	77	19	52	07	69
13. Parents in your school or district would favor schools of choice.		24	29	21	26	56	06	26	26	38	19	24	18	19	33	38	18
14. Schools of choice would improve the quality of education in general.		24	43	21	58	38	50	26	37	23	43	18	71	33	33	24	62
15. Schools of choice would improve the quality of education in your district.		24	43	32	58	31	50	21	42	38	43	24	71	29	38	28	59
16. Schools of choice would decrease the power of local school boards.		38	24	47	16	81	06	63	16	43	14	59	18	52	19	55	45
17. If schools of choice are implemented by the state on a voluntary basis, your school district would be likely to participate.		10	33	11	39	14	50	11	32	10	40	12	41	10	24	11	52
18. If schools of choice were implemented, you would change your administrative methods.		29	38	16	63	31	50	32	42	29	47	12	65	43	29	14	62
19. If schools of choice were implemented, you would leave the profession.		05	67	05	84	13	88	0	83	10	86	12	71	10	71	0	86
20. If schools of choice are implemented, you would like your school district to participate.		24	48	32	58	31	34	32	53	29	33	24	71	29	48	27	59

**Percents may not equal 100 because of rounding error. NA not included.

SCHOOLS OF CHOICE IN NEW JERSEY - BOARD MEMBER RESPONSES

TABLE 8

Responses recorded in percent** Total N = 23

STATEMENT	N=	6 Urb		14 Sub		3 Rural		20 < 41		37 41 +		16 Female		37 Male	
		A	D	A	D	A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		33	33	29	50	67	33	46	31	20	60	29	29	38	50
2. Most parents would choose the same schools their children presently attend.		67	0	50	21	67	33	62	08	50	30	43	29	63	13
3. Students would be more likely to enjoy a school selected by his/her parents.		33	33	43	67	67	33	15	39	20	60	14	57	19	44
4. Students would be less likely to drop out of a school selected by her/his parents.		17	67	14	67	06	67	08	54	20	70	29	06	43	69
5. There would be fewer discipline problems in a system of schools of choice.		33	33	07	71	33	33	15	62	20	50	14	43	19	63
6. Parents would become more involved in schools they selected for their children.		67	0	29	29	67	33	23	23	40	20	29	14	50	25
7. Teachers should be held accountable for the academic performance of their students.		67	17	64	36	33	67	54	39	70	30	43	57	69	25
8. Teachers in your school or district would favor schools of choice.		50	17	0	64	33	33	23	23	10	80	14	57	19	34
9. Schools of choice would jeopardize teachers' job security.		17	67	14	14	33	33	0	39	40	20	14	29	19	31
10. Schools of choice would provide teacher accountability.		67	17	21	43	0	33	39	31	20	40	43	43	25	31
11. Administrators in your school or district would favor schools of choice.		33	67	0	64	0	33	15	54	0	70	14	71	06	56
12. Board members in your school or district would favor schools of choice.		33	33	0	72	0	100	15	46	0	90	0	86	13	56
13. Parents in your school or district would favor schools of choice.		50	0	07	57	33	67	38	23	06	70	14	71	25	31
14. Schools of choice would improve the quality of education in general.		67	17	21	64	0	67	38	54	20	50	29	57	31	50
15. Schools of choice would improve the quality of education in your district.		50	17	14	64	0	100	23	54	20	60	29	57	19	56
16. Schools of choice would decrease the power of local school boards.		0	33	14	43	67	0	08	46	40	20	14	29	25	38
17. If schools of choice are implemented by the state on a voluntary basis, your school district would be likely to participate.		80	20	07	64	0	67	31	46	10	60	17	67	25	50
18. If schools of choice were implemented, the way in which your board operates would change.		0	50	29	36	33	33	31	31	10	50	29	43	19	38
19. If schools of choice were implemented, you would not run in the next election		0	83	0	72	33	67	0	77	10	70	0	71	06	85
20. If schools of choice are implemented, you would like your school district to participate.		67	33	07	57	0	100	31	39	10	70	14	57	27	53

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**Percents may not equal 100 because of rounding error. NA not included.

BOARD MEMBERS (cont'd)

Responses recorded in percents** TOTAL N=23

STATEMENT	N=	11 Bachelors & Less		12 > Bachelors		13 60,000 &less		9 > $60,000		10 5 & less		11 >5	
		A	D	A	D	A	D	A	D	A	D	A	D
1. Parents should have the right to choose the schools their children will attend.		36	46	33	42	31	39	44	44	20	60	46	27
2. Most parents would choose the same schools their children presently attend.		64	18	50	17	54	23	67	11	40	20	73	18
3. Students would be more likely to enjoy a school selected by his/her parents.		27	36	08	58	31	39	0	56	10	70	27	27
4. Students would be less likely to drop out of a school selected by her/his parents.		18	55	08	67	23	54	0	67	10	80	18	36
5. There would be fewer discipline problems in a system of schools of choice.		36	36	0	75	31	0	46	67	20	60	18	55
6. Parents would become more involved in schools they selected for their children.		64	0	25	42	46	15	44	33	50	20	36	27
7. Teachers should be held accountable for the academic performance of their students.		55	36	67	25	69	31	56	33	60	30	73	27
8. Teachers in your school or district would favor schools of choice.		36	36	06	58	23	54	11	33	30	70	09	27
9. Schools of choice would jeopardize teachers' job security.		18	36	17	25	23	31	11	22	20	40	18	09
10. Schools of choice would provide teacher accountability.		36	27	25	42	39	31	22	33	40	40	27	27
11. Administrators in your school or district would favor schools of choice.		18	0	64	58	08	69	11	44	20	60	0	64
12. Board members in your school or district would favor schools of choice.		18	64	0	67	08	69	11	56	20	70	0	55
13. Parents in your school or district would favor schools of choice.		36	27	08	58	15	46	33	44	30	50	09	46
14. Schools of choice would improve the quality of education in general.		36	46	25	58	39	46	22	56	40	50	27	55
15. Schools of choice would improve the quality of education in your district.		27	55	17	58	39	46	33	67	30	60	18	46
16. Schools of choice would decrease the power of local school boards.		18	18	25	50	15	39	33	33	30	40	18	36
17. If schools of choice are implemented by the state on a voluntary basis, your school district would be likely to participate.		36	36	08	67	31	46	11	67	30	60	18	46
18. If schools of choice were implemented, the way in which your bord operates would change.		18	27	25	50	15	31	33	44	20	30	18	46
19. If schools of choice were implemented,you would not run in the next election		09	73	0	75	08	0	69	78	0	70	09	73
20. If schools of choice are implemented, you would like your school district to participate.		36	46	08	58	31	46	13	63	30	50	18	55

**Percents may not equal 100 because of rounding errors. NA not included.

Clinchy, Evans, and Elisabeth Allen Cody;
"If Not Public Choice, Then Private Escape;"
PHI DELTA KAPPAN, 60,4;(December 1978); 270-73.

The authors propose to explain the apparant willingness of parents to pay often exhorbitant private school tuition for their children, in addition to subsidizing the local public school system. They conclude that what primarily draws the parents to these schools is the possibility for choice and input in their children's education and suggest public schools would be strengthened by providing options to parents. Examples of public systems which have tried "schools of choice" programs and were successsful were cited.

Cohen, David K. and Eleanor Farrar;
"Power to the Parents? The Story of Education Vouchers;"
PUBLIC INTEREST, 48(Summer 1977); 72-97.

A thorough background of the voucher movement, this article chronicles the major voucher plans proposed by Friedman, Jencks, and Coons and Sugarman in an attempt to address the impact of educational vouchers on school reform. Of particular interest is the focus upon various political and social ingredients related to the voucher concept from its inception. Cohen and Farrar's conclusion that vouchers have merit when viewed as an exploration of educational alternatives, but are lacking when assessed in terms of political power and school reform is supported by references to voucher advocates and the Alum Rock demonstration.

Coons, John E.;
"Of Family Choice and Public Education;"
PHI DELTA KAPPAN;(September 1979); 10-13.

This is a detailed review of California's Initiative for Family Choice plan by its designer, who --in responding to arguments by Freeman Butts against family choice-- asserts that our public educational system is elitist, exclusive, and definitely undemocratic in that wealthier neighborhoods can afford to spend far more money per student that can poor ones and the wealthy already have schools of choice because they can afford to move into these neighborhoods. Coons proposal includes existing public schools (with greater financial support) and creates two new kinds of schools: independent public schools and family choice schools. He elaborates on the following areas: setting up schools; diversity of governance; differences of school school systems; state regulations; open admission policy; student protection policy; new methods of financing; tuition; parent information system; religion; and employee rights.

Everhart, Robert B.;
THE PUBLIC SCHOOL MONOPOLY;
Cambridge, Mass.Ballinger Publishing Co; 1982.

This comprehensive book examines the relationship between schooling, education, and the state. Involving the original work of fourteen scholars in economics, political science, sociology, law, history, anthropology, and education, it focuses upon how the state, through the regulation of primary and secondary schooling in the U.S., restricts educational practice to an extent that is detrimental to the general public, minorities, and the disadvantaged. Beginning with an analysis fo the historical origins of state-controlled education in America, this voulme examines the elements of state control, the educational consequences of a state monoply on schooling, and possible alternatives, including tax credits, private schools, and vouchers.

Fizzell, Robert L.;
"Inside a School of Choice;"
PHI DELTA KAPPAN; Vol. 68, No 10;(June 1987); 758-761.

Mr. Fizzell describes the philosophy of a school which he started in the seventies, the Alternative Learning Center in Vancouver, Washington. He feel that when students are allowed to choose the schools they will attend, they will have a commitment to those schools and an investment in their learning experience. Teachers are renewed in their love of teaching because students have the joy of learning. He describes the three-pronged admission process of information, parental screening, and orientation that contributes to the school's success.

Flygare, Thomas J.;
"Schools and the Law: Finally, A Partial Victory for Parochial Schools;"
PHI DELTA KAPPAN, 58, 1;(September 1977); 51-53. 51-53.

This article discusses the effects of the Supreme Court's decision in the Wolman v Walter case. From this decision Ohio's non-public schools were constitutionally able to receive textbook loans, standardized tests and scoring, diagnostic and therapeutic services.

Friedman, Milton;
"The Voucher Idea: Selling Schools Like Groceries;"
N.Y. TIMES MAGAZINE;(Sept. 23, 1978): 22-23,ff.

Friedman begins this article by suggesting that if we were forced to acquire our groceries as we do our schooling --in an assigned location at a specific time, in a lock-step manner with no variety or selection, mandated by the government-- there would be wide-spread rebellion. He believes that most schools are technologically backward because they are conducted mostly by government agencies who enjoy an effective monopoly. He goes on to say that the only way to achieve real school reform is to set up an atmospher of competition and free enterprise among schools, which --he believes-- can only be achieved through use of an unrestricted education voucher plan. He describes in detail some problems with the plan and some objections that have been raised to it. Most controversial are the elements of including public and private non-sectarian schools and allowing parents to add money to the basic voucher amount.

Greeley, Andrew M.
CATHOLIC HIGH SCHOOLS AND MINORITY STUDENTS
New Brunswick: Transaction Books; 1982.

Greeley analyzes the results of the 1981 study conducted by himself and James Coleman in relationship to the effect of Cahtolic schooling on academic achievement. He maintains that for those who are "thrice disadvantaged" --minority students whose fathers did not go to college who are not in the academic track-- the educational advantage of Catholic schooling is the greatest. Greeley attributes these outcomes to a higher quality of teaching and better discipline in Catholic schools. After an analysis of the finances of Catholic schools which shows that this better "product" is obtained at a much lower cost than in the public schools, Greeley asks if it is possible that there might be something going on in the classrooms of Catholic schools from which other educational institutions might learn something.

Haertel, Edward H. and Thomas James and Henry M. Levin;
COMPARING PUBLIC AND PRIVATE SCHOOLS: VOLUME 2 - SCHOOL ACHIEVEMENT;
New York; The Falmer Press; 1987.

All the papers in this volume report analyses of data from the High School and Beyond (HSB) study, an ongoing national study of achievement and other high school outcomes, sponsored by the National Center for Education Statistics and carried out by the National Opinion Research Center under the direction of James S. Coleman. The first public-private school comparisons based on HSB data were reported by Coleman, Thomas Hoffer and Sally Kilgore in their 1982 book, HIGH SCHOOL ACHIEVEMENT. The longitudinal data base became available for analysis in 1984 and this volume presents several renalyses of the original conclusions based on this available data. Both attackers and supporters of the original conclusions are included. According to the authors, the elimination of some of the methodological controversy surrounding the original reports has highlighted the substantive and philosophical differences that continue to lead different scholars to different inferences from the data.

Henderson, Anne T.;
"Parents are A School's Best Friend;"
PHI DELTA KAPPAN (October 1988): 148-153

This article relates findings by the National Committee for Citizens in Education as to the effect of parent involvement in schools with students' success. A clear correlation has been established. The author also discusses reasons why private schools appear to be doing a better job of educating than public schools. They contend that the success of private schools is due to the fact that they have different relationship with their community. This article raises a number of issues pertinent to the "schools of choice" movement.

James, Thomas and Henry M. Levin;
COMPARING PUBLIC AND PRIVATE SCHOOLS, Volume 1 - Institutions and Organizations
New York; The Falmer Press; 1988.

This volume, one in a two-part series is divided into three sections: The Institutional Context; Some Dimensions of Choice; and Minority Groups in Public and Private Schools. In addition to providing a description of recent changes in US public schools and some international comparisons, it examines Minnesota's statewide system of schools of choice and looks at the role of private schools in the education of urban Blacks. The purpose of the study is to examine what each sector --public and private-- might learn from each other and to gain a renewed focus on and commitment to schooling.

La Noue, George R. (Ed.);
EDUCATIONAL VOUCHERS: CONCEPTS AND CONTROVERSIES;
N.Y.; Teachers College Press; 1978.

The purpose of this volume, which appeared early on in the debate over the probable impact of various types of vouchers on educational quality and equality, is to juxtapose the perspectives and arguments offered on both sides in order for the reader to make his own policy judgements. It includes articles by major voices in the vouchers movement --such as Friedman, Jencks, Coons, Sugarman, Arons-- covering the unregulated and regulated voucher, arguments pro adn con, and excerpts from Senate and Congressional committee hearings on the proposed Alum Rock voucher experiment. La Noue is not a supporter of vouchers, concluding his piece in the volume with the contention that subistiuting consumer accountability fo political accountability will not solve our educational problems.

Lindelow, John;
EDUCATION VOUCHERS;
ERIC Clearinghouse on Educational Management; 1979.

Lindelow, in one of the most comprehensive available overviews of the voucher discussion, begins with an explanation of three major reason for which vouchers are being considered: power to the consumer; financial equalization; and aid to parochial schools. He then provides a history of the voucher concept, beginning with Adam Smith and John Stuart Mill and a discussion of the issue of separation of church and state and continuing on to examine recent developments such as the attempt in the South to use vouchers to avoid desegregating schools and the school finance and reform movement. A thorough description of the implementation of voucher concepts to date (1979) is followed by a review of the proposed voucher models including Friedman's unregulated voucher, the Sizer-Whitten model providing vouchers for low-income families, vouchers confined to the public system, the regulated compensatory model championed by Jencks, and the Coons-Sugarman model for Family Choice in Education proposed for California. Lindelow concludes with an examination of some possible problems: church-state conflict; segregation; the cost of education; the wisdom of parental choice; fraud and hucksterism.

Meier, Deborah;
"Central Park East: An Alternative Story;"
PHI DELTA KAPPAN, Vol. 68, NO. 10;(June 1987). 753-758.

This is an account by the principal of the establisment and growth of a successful alternative elementary school which was opened in 1974 in East Harlem. By 1985 there were a number of other schools and a high school in this choice system. Meir describes the school basic principles and operating procedures of the school, which is run as a democracy, with the principal, teachers, parents, and students all taking an active role.

Mueller, Van D.;
"Choice: The Parents' Perspective;"
PHI DELTA KAPPAN, Vol. 68, No 10;(June 1987); 761-762.

Mueller claims that --in part-- because parents are better educated than even, the desire a role in the education of their children and they will continue to demand it. He gives six reason why he believes parents will inevitably be given wider choice and greater voice: the primary responsibility for education rests with the parents; children learn more when their parents are involved; choice changes the relationship of school personnel and parents; parents' satisfaction increases as their involvement in schools grows; there will be more accountability from parents and teachers; choice will allow more diversity in the schools so that the needs of all children may be met. Mueller realizes increasing parental choice and involvement is not being accepted by all and discusses the opposion, arguing tha parents are the primary educators and the schools are the means ot the ends of an education.

Nathan, Joe;
"Results and Future Prospects of State Efforts to Increase Choice Among Schools;"
PHI DELTA KAPPAN; Vol. 68, No 10;(June 1987); 746-753.

This is a very useful overview of the school-of-choice movement. Nathan chronicles --state by state-- the scope, variety, and relative success of various programs, including comprehensive evaluations from Massachusetts, Minnesota, and Washington. He also enumerates the aims of the choice movement and outlines plans for the future, which include permitting high school juniors and seniors to acquire dual credit by attending college courses. Nathan is optimistic that the schools-of-choice movement will succeed, especially in light of the fact that leadership in the AFT and NEA have given it (limited) endorsement. He expresses hope that leadership in communities and innovative educators will unite to give the movement the push it needs to succeed.

Nathan, Joe;
"The Rhetoric and the Reality of Expanding Educational Choices;"
PHI DELTA KAPPAN; (1985,66,7): 476-481.

Nathan reports, in glowing terms, the relationship between increased choice, increased parental involvement, and increased student satisfaction and accomplishment, while dispelling many myths surrounding this volatile issue. An important point is made that surveys taken among public school teachers show twice as many sending their children to private schools, as parents who are not public school teachers.

Overlan, S. Francis;
"Do Vouchers Deserve at Least a Sporting Chance?"
THE AMERICAN SCHOOL BOARD JOURNAL;(November 1972); 20-22.

As the then-director of the Education Voucher Project at the Center for the Study of Public Policy, Overlan urges school board members throughout the US not to reject the voucher idea without its having a fair trial and encourages boards to consider accepting federal dollars for this purpose. In this article he briefly reviews the historical background of vouchers, discusses some of the fears of vouchers' opponents, and describes the regulated voucher plan implemented in Alum Rock. He argues that rather than the death knell for public schools that opponents characterize vouchers to be, this plan --by matching students and schools on the basis of interests rather than residents-- could be a promising venture.

Raywid, Mary Anne;
"Public Choice, Yes; Vouchers, NO!"
PHI DELTA KAPPAN, Vol. 68, No 10;(June 1987); 762-770

Raywid believes that public choice may be the best possible solution for what ails U.S. education, while vouchers would exacerbate the problems. Raywid explains in detail why she feels vouchers would be bad for our public school system. she feels that vouchers would bring a further downplaying of educatin on the public agenda and a further waning of public commitment to the enterprise. She also feels that, in the cities, vouchers would quickly solidify a two-tiered educational system. Raywid states that vouchers are actually a plan for financing schools, not for improving them. she sums up her view on vouchers by suggesting that vouchers represent the application of the economists' concepts and solutions to the problems of education. Raywid then explains how public choice is the best solution to the problems facing public education. she feels that each child has a wide range of talents and learning styles and that schools should cater to these individual needs. Raywid recommends that we diversigy public schools and allow parents to choose the schools their children will attend. This would bive families a more influential voice in determining the kind of education their children will have. At the same time, it leaves educators and school boards the decisin on what kinds of schools will constitute the options in a given community.

Salganik, Laura Hersch;
"The Fall and Rise of Education Vouchers;"
TEACHERS COLLEGE RECORD (Winter 1981): 263-279.

Because of changes in demographics, governance, and non-public school enrollment, Salganik contends that the time is right for educational vouchers. She gives a detailed history of the voucher movement, highlighting the models of Friedman and Jencks and describing the Alum Rock experiement. The article concludes with the idea that the voucher does not eliminate government control of education; it merely redefines that control.

Selden, David;
"Vouchers: A Critic Changes His Mind;"
NATION'S SCHOOLS AND COLLEGES; (June 1975); 44-46.

Selden, no longer president of the AFT in 1975, reports --after a visit to the site of the Alum Rock voucher experiment that he now believes that vouchers have the potential to encourage the kind of innovation and creativity that schools, children, and teachers need. After a brief description of the origins of the voucher concept, he describes his visit to Alum Rock in glowing terms --"Kids like them, teachers like them, parents like them - even I've come to like the vouchers in Alum Rock." He concludes by claiming that the advantages of the program are its emphasis on teacher control, its diversity, and its encouragement of good community relations.

Selden, David;
"Vouchers Unvouchsafed;"
THE EDUCATIONAL FORUM; (November 1972).

Selden, then president of the AFT, attempts to account for the ongoing popularity of the voucher system to address the needs of the poor and minorities despite what he claims are its obvious shortcomings. His opposition to the voucher system is obvious as he addresses several areas of concern: the need of alternative schools, the diversity of the programs, hidden problems, monopoly vs. competition, the threat to collective bargaining, and the possibility of vouchers' being a means of funneling public funds to church-sponsored schools. He presents all the negative arguments and askes if we are ready to assume the risks and administrative headaches endemic to a voucher system.